

ASSESSING FOR CONTINUOUS IMPROVEMENT

From Tools to Culture



NATIONAL CENTER for
MONTESSORI in the PUBLIC SECTOR

This Morning's Plan

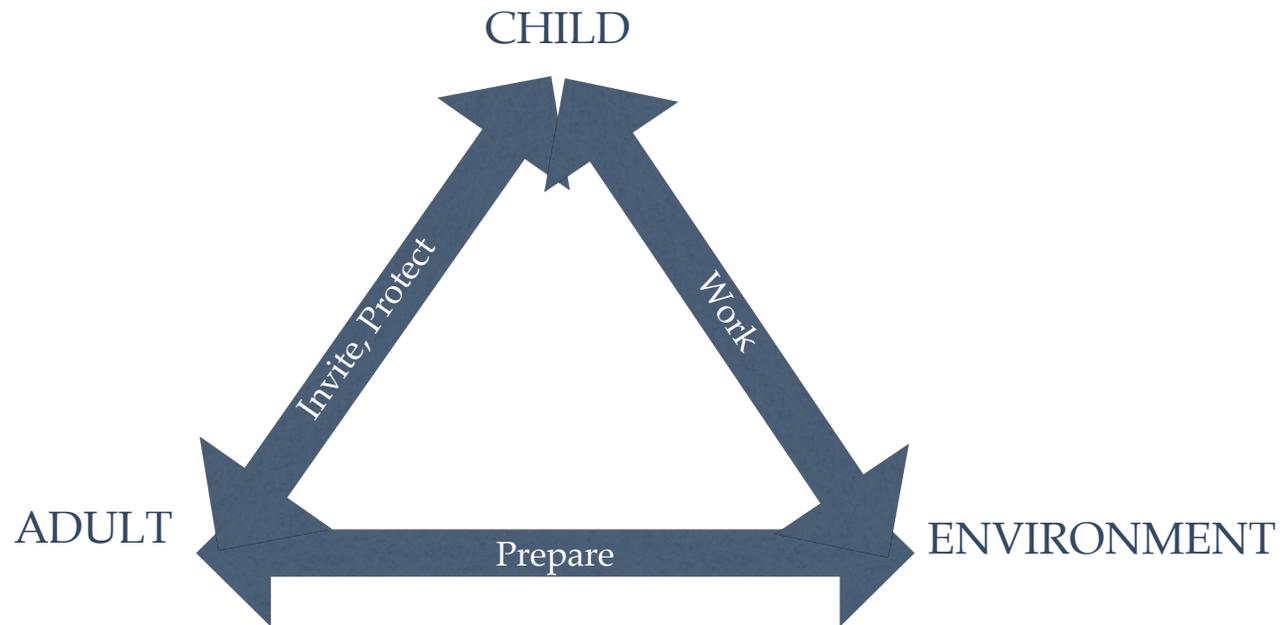
- Introduction
- Measuring What Matters
 - Human Flourishing
- Assessment as a System
 - Inputs and Outcomes
 - The Improvement Cycle
 - A Developmental Dashboard
- Tools and Culture

Loving Kindness

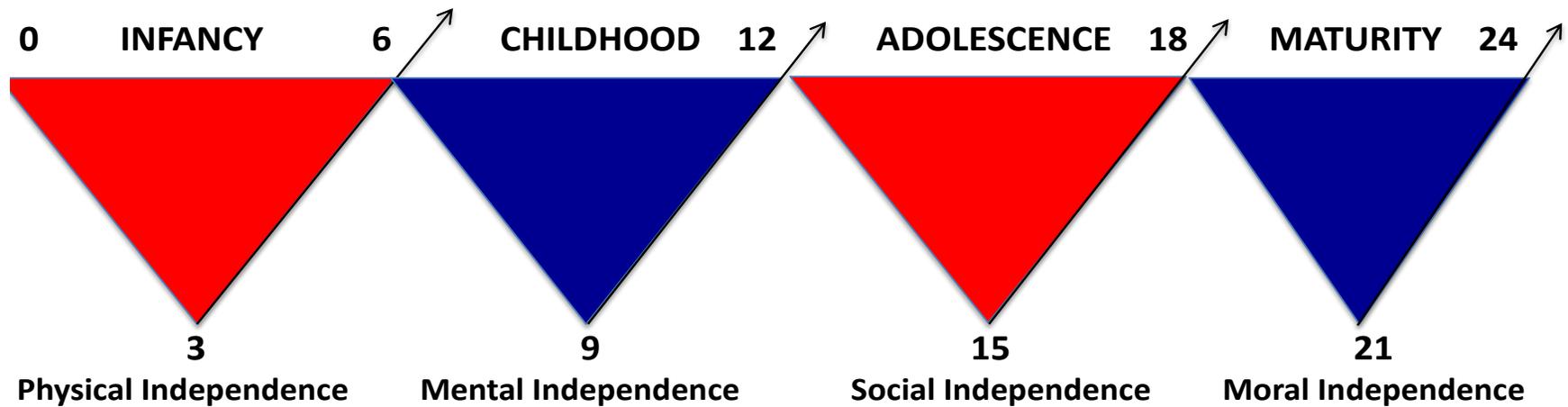
- *Continuing to breathe in and out, use either these traditional phrases or ones you choose yourself. Say or think them several times.*
- **May I be free from inner and outer harm and danger. May I be safe and protected.**
- **May I be free of mental suffering or distress.**
- **May I be happy.**
- **May I be free of physical pain and suffering.**
- **May I be healthy and strong.**
- **May I be able to live in this world happily, peacefully, joyfully, with ease.**

Measuring What Matters

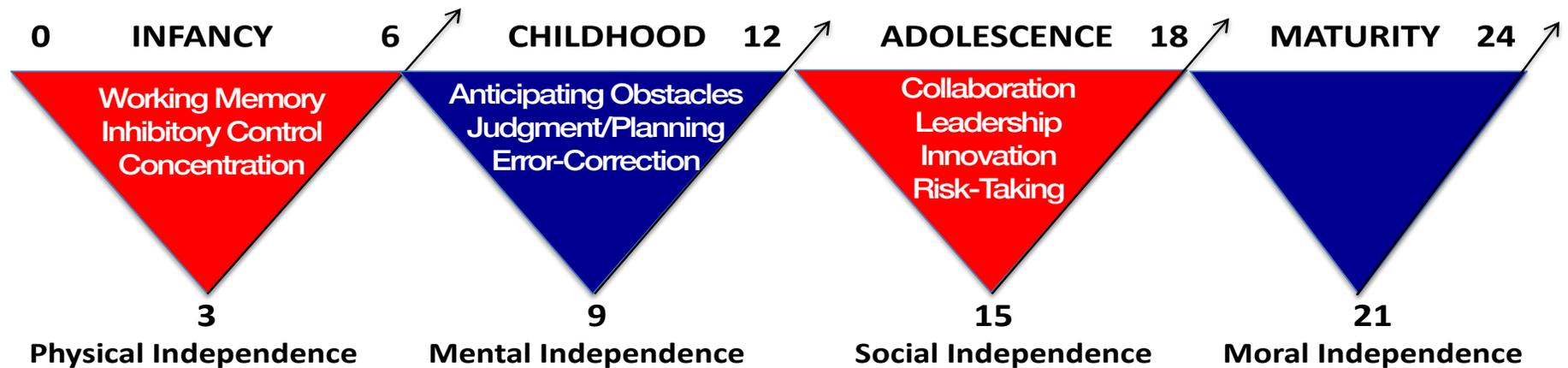
The Developmental Core



Developmental Outcomes



EFs and Human Development



Outcomes That Matter

Ages	Initiation & Concentration	Inhibitory Control	Working Memory	Linguistic & Cultural Fluency	Social Fluency & Emotional Flexibility
3-6	Attention, Focus Being Alert Orienting	Screening out distraction Resisting impulses Shifting when necessary	Holding and updating information at the same time Relating one idea to another	Proficiency in spoken and written language Proficiency in interpreting to cultural attitudes and expectations	Responding to social cues Understanding emotions Recovering from disappointment
6-12	Persistence Cognitive Flexibility Self-regulation		Planning Reflecting	Adaptability Perspective-taking	Compassion Collaboration Resilience Responsibility
12-18	Leadership Innovation		Prioritizing Retrospection	Comfort with ambiguity	Self-awareness Differentiation & Cohesion

Assessment as a System



Developmental Dashboard

INPUTS		CHILD OUTCOMES			INSTITUTIONAL OUTCOMES	
Program Level	Classroom Level	Screens	Benchmarks	Summative	Families	Staff
FAMILY EVENTS #	LESSON STUDY #	MEFS Scores	EFs & SEL Inventories	EFs & SEL Surveys	ENGAGEMENT Attendance #/%	GROWTH Appraisal Results
HOME VISITS #	CHILD STUDY #	PPTV Scores	LANGUAGE Inventories	LANGUAGE State Scores	RETENTION #/%	RETENTION #/%
PIPELINE #	OBSERVATIONS #	NEW FAMILY QUESTIONN AIRE	MATHEMATICS Inventories	MATHEMATICS State Scores	WAITING LIST #	
PD HOURS #	DERS Scores		CULTURAL Inventories	CULTURAL Inventories	CLIMATE/SATISFACTION Surveys, Focus Groups	
EER Scores	ACSES Scores					



INPUTS

INPUTS

School/Program Level	Classroom Level
FAMILY EVENTS # of orientations, potluck, Education Evenings	LESSON STUDY # hours devoted to calibrating classroom-level quality
HOME VISITS # visits to homes	CHILD STUDY # hours devoted to supporting children who are not thriving
PIPELINE # teachers in training	OBSERVATIONS #
PD HOURS # workshops/time spent supporting growth	DERS Scores
EER Scores	ACSES Scores

Fidelity

Adults

- Montessori trained teachers
- Montessori oriented assistants
- Montessori mindsets, routines, and expectations for all staff

Environment

- Mixed Age Grouping
- Uninterrupted Work Periods
- Freedom within Limits; choice
- Full complement of Montessori materials
- Real tools and Real work
- Inclusion

Sustainability

Leadership and Organizational Development

- Montessori-grounded instructional leadership
- Montessori-grounded strategic planning
- Strong teacher pipeline
- Ongoing professional development anchored by coaching
- Program evaluation guided by Montessori Scope & Sequence

Family Engagement

- Focus on engagement in human development rather than school operations
- Home-School Partnership evident in communications
- Support for families prior to enrollment
- Ongoing events – educational, social, service

Assessment

- Protocols integrate academic, executive function, and social-emotional measures of progress
- Observation drives all instructional decisions
- Is unobtrusive and includes students

Montessori Adults

Exemplary	Satisfactory	Needs Improvement	Unsatisfactory
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Montessori Learning Environment

Exemplary	Satisfactory	Needs Improvement	Unsatisfactory
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Family Engagement

Exemplary	Satisfactory	Needs Improvement	Unsatisfactory
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Leadership & Organizational Development

Exemplary	Satisfactory	Needs Improvement	Unsatisfactory
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Assessment

Exemplary	Satisfactory	Needs Improvement	Unsatisfactory
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Observation

Classroom: _____

Date: _____ Start time: _____ End Time: _____

WHAT ARE CHILDREN DOING LIST ALL MATERIALS, ACTIVITIES	WHERE ARE THEY WORKING TABLES, FLOOR, CHOWKIES	WITH WHOM ARE THEY WORKING DYADS, TRIADS, ALONE, LARGE GROUP

NOTES:

What patterns are evident?—eg: children all working on similar work or at tables, or alone?

Observation

School/Classroom: _____ # of children: _____ Date: _____. Time: _____

Work Engagement of Children

Observe for two minutes or until you count each student once. Tally each category observed, making one tally mark per student.

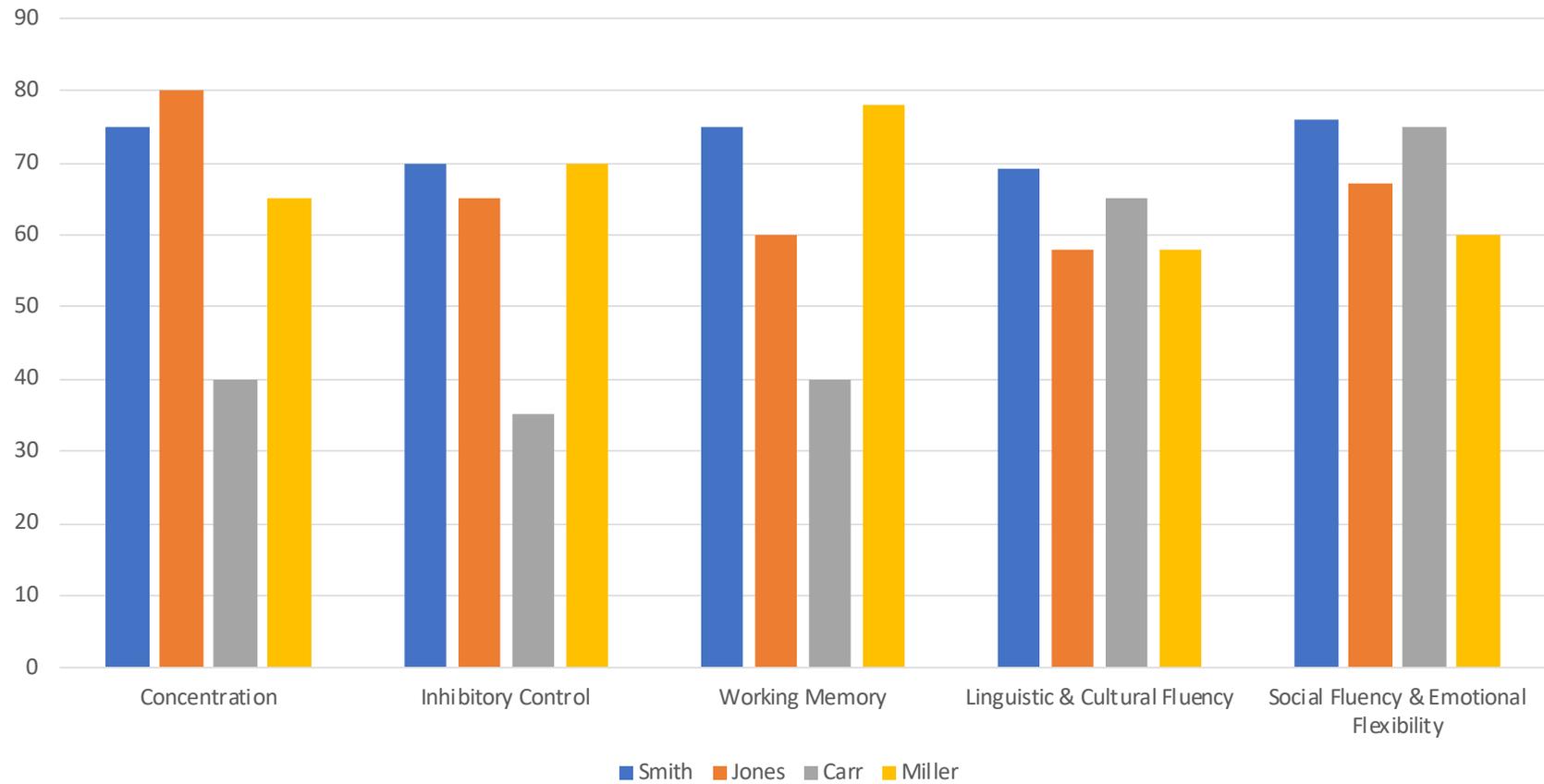
At the beginning of the visit	Engaging in work	Using work as a prop	In Between Work	Receiving help	Wandering/interfering	Disrupting
Time:	engaging in age-appropriate and concentrated work independently or in presentation	not engaging with material or passively allowing peers to complete without attending	in process of selecting, setting up, observing others, or putting away work	consulting with or receiving direction from a teacher in class	moving aimlessly or conversing without focus,	shouting, pushing or physical violence, leaving the room
tally marks						
Totals						

Work with Montessori materials observed

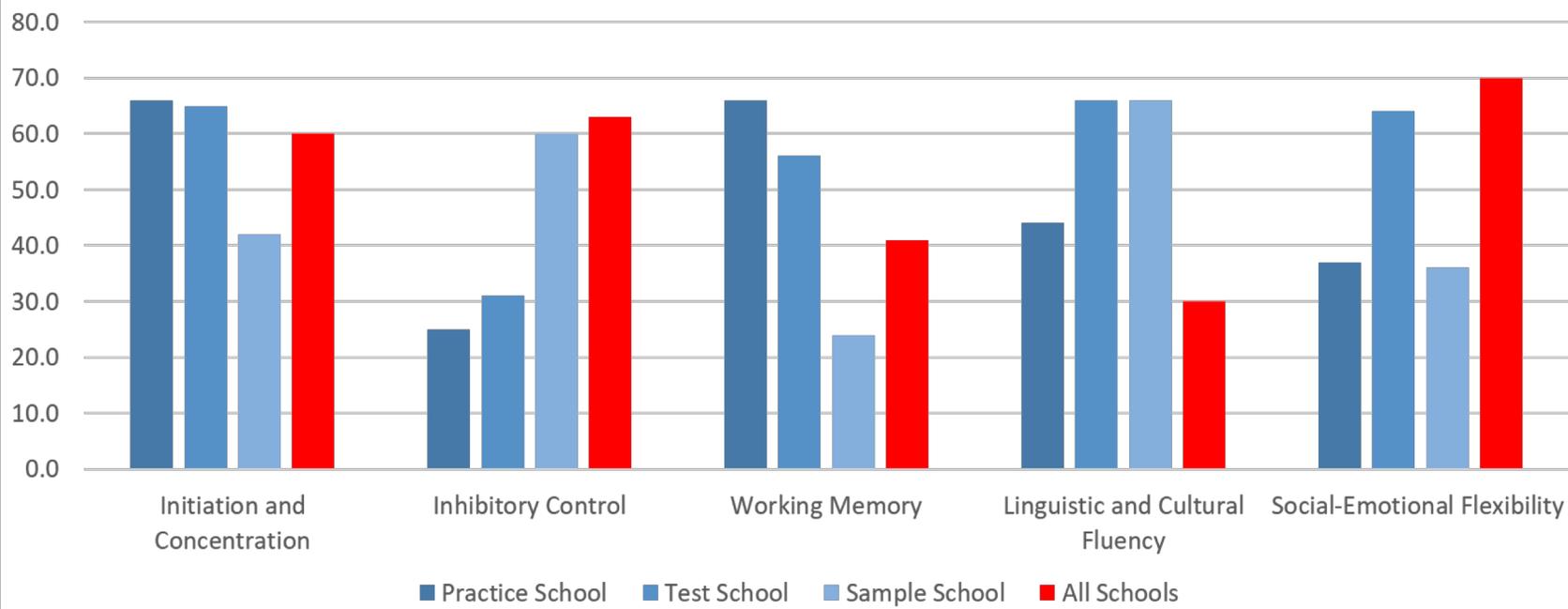
**Indicate material being used as prop*

Practical Life	Sensorial	Mathematics	Language	Other

Primary DERS Scores



Average Domain Rating by School



School level
high fidelity
practice



Classroom level
high fidelity
practice



Improved
Wide-scope
Outcomes

CHILD OUTCOMES

Screens	Benchmarks	Summative
MEFS Scores	EFs & SEL Inventories	EFs & SEL Surveys
PPTV Scores	LANGUAGE Inventories	LANGUAGE State Scores
NEW FAMILY QUESTIONNAIRE	MATHEMATICS Inventories	MATHEMATICS State Scores
	CULTURAL Inventories	CULTURAL Inventories

TYPE	PURPOSE	EXAMPLES	ASSUMPTIONS
Universal Screens	<ul style="list-style-type: none"> • Diagnostic • Baseline Data 	<ul style="list-style-type: none"> • Family Questionnaires • MEFS • PPVT 	Baseline knowledge Will support instruction for all
Formative/Generative	<ul style="list-style-type: none"> • Diagnostic • Generate knowledge to support subsequent performance 	<ul style="list-style-type: none"> • Self-correcting materials • DIBELS, DRA • Targeted observation • Conferences • Progress Reports 	Feedback will guide improved performance
Benchmark	Predict performance on summative assessments	<ul style="list-style-type: none"> • MAP/STAR • District Benchmarks • Montessori Benchmarks 	Identified performance gaps can be filled
Summative	Determine proficiency/growth levels	<ul style="list-style-type: none"> • State Assessments • PARC/SBAC • Final Exams • Presentations 	Documenting performance as needed for accountability frameworks

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	A	U	S	N	COMMENTS
FOLLOWS DAILY ROUTINES <ul style="list-style-type: none"> • Greets adults and peers • Participates willingly in daily responsibilities • Spontaneously cares for the environment 					
ENGAGES IN PURPOSEFUL WORK <ul style="list-style-type: none"> • Independently selects and begins work • Exerts maximum effort • Persists when frustrated • Able to focus amidst peer interactions 					
PARTICIPATES IN LESSONS <ul style="list-style-type: none"> • Accepts invitations • Engages with teacher and peers 					
MANAGES ACADEMIC EXPECTATIONS <ul style="list-style-type: none"> • Maintains a substantive work journal • Completes work and meets deadlines 					
MANAGES FREEDOM WITHIN LIMITS <ul style="list-style-type: none"> • Manages transitions • Successful beyond the classroom 					
REGULATES SOCIAL BEHAVIOR <ul style="list-style-type: none"> • Refrains from interrupting ongoing conversations • Observes peers' work without interrupting • Follows conventions of grace & courtesy 					
REGULATES PHYSICAL BEHAVIOR <ul style="list-style-type: none"> • Safely navigates room • Shows restraint when upset • Engages in cooperative play during free and/or outdoor time 					
ADDITIONAL NOTES: Parent Communication Dates: _____ Support Strategies Attempted: _____					

Elementary Progress Report

Social, Emotional & Executive Development

Student's Name: _____ D.O.B. _____

Teacher's Name: _____

Term: _____ Absent: _____ Tardy: _____

KEY: **F** = Frequently **O** = Occasionally **R** = Rarely

SOCIAL FLUENCY & EMOTIONAL FLEXIBILITY	MID	END		MID	END
Shows gratitude			Manages frustration and conflict with flexibility		
Accepts responsibility for actions			Interacts appropriately with adults		
Speaks and listens with understanding and respect			Contributes as a community member		
Interacts cooperatively with peers			Maintains healthy habits		
Shows sensitivity to the needs and feelings of others			Models integrity; is truthful in actions and words		
EXECUTIVE FUNCTIONS	MID	END		MID	END
Demonstrates initiative			Uses time effectively		
Makes appropriate work choices			Manages impulses		
Sustains appropriate focus during work			Follows multi-step directions		
Persists and follows work through to completion			Seeks help when needed		
Transitions between activities smoothly			Embraces and pursues challenges		
CRITICAL & CREATIVE THINKING	MID	END		MID	END
Tolerates uncertainty			Challenges assumptions		
Uses reflection/feedback as a tool for growth			Shows concern for quality of work		
Investigates/Explores interests with passion			Makes conceptual, experiential connections		
Provides detailed observations & descriptions			Supplies evidence for arguments		
COMMENTS:					
MID:					

LEVEL KEY: **E** = Emerging **P** = Practicing **M** = Mastery

SKILL	LEVEL	NOTES
SOCIAL FLUENCY AND EMOTIONAL FLEXIBILITY		
Assumes responsibility for fostering the well-being of the class-room community (fixing a mess, participating in group games).		
Includes peers in daily activity – lunch/snack, group work, outdoor play.		
Recovers from disappointment.		
Embraces new experiences.		
Collaborates and compromises in group interactions.		
Follows social interaction conventions (“please”, “thank you”, “excuse me” etc.).		
Identifies virtues in self and others.		
Respectful of others body space and work space.		
EXECUTIVE FUNCTIONS		
Chooses appropriate work independently.		
Completes a work cycle independently.		
Maintains focus amid peer interactions.		
Attends to detail and care in final products (projects, papers, presentations).		
Invests maximum effort in projects that can take more than one day to complete.		
Persists in the face of challenge.		
Works toward mastery rather than adult approval.		
Refrains from interrupting ongoing conversation.		
Plans and reflects on work—as represented in a work journal or daily/weekly planner.		

Alumni Questionnaire

Please circle the response that best describes you

- | | | | | | |
|--|-----------|--------|----------|----------|------------|
| 1. I am well-prepared for the work that is expected of me in my new school. | Very much | Mostly | Somewhat | Not much | Not at all |
| 2. I enjoy most of the work I am expected to do at my new school. | Very much | Mostly | Somewhat | Not much | Not at all |
| 3. When focused on a task, I usually stick with it until it is complete. | Very much | Mostly | Somewhat | Not much | Not at all |
| 4. I am really good at _____ | Very much | Mostly | Somewhat | Not much | Not at all |
| 5. I am less good at _____ | Very much | Mostly | Somewhat | Not much | Not at all |
| 6. When I have trouble with work, I feel comfortable asking for help. | Very much | Mostly | Somewhat | Not much | Not at all |
| 7. When conflicts happen at school, I try to help resolve them peacefully. | Very much | Mostly | Somewhat | Not much | Not at all |
| 8. When I see another student having difficult, I try to help them. | Very much | Mostly | Somewhat | Not much | Not at all |
| 9. I generally get along with my classmates. | Very much | Mostly | Somewhat | Not much | Not at all |

What else would you like to tell us about your experience in your new school?

To the receiving teacher:

We are committed to ensuring that our graduates are well prepared for the challenges of new learning environments. We appreciate you taking a few minutes to complete the questionnaire below

Please circle the response that best describes this student

- | | | | | | |
|---|-----------|--------|----------|----------|------------|
| 1. The student is genuinely curious about the academic work offered in my classroom. | Very much | Mostly | Somewhat | Not much | Not at all |
| 2. The student has strong interests in certain subjects and communicates those interests clearly. | Very much | Mostly | Somewhat | Not much | Not at all |
| 3. When focused on a task, the student sticks with his/her work until it is complete. | Very much | Mostly | Somewhat | Not much | Not at all |
| 4. The student seems happiest when engaged in highly concentrated work. | Very much | Mostly | Somewhat | Not much | Not at all |
| 5. The student has overcome setbacks in order to meet an important challenge. | Very much | Mostly | Somewhat | Not much | Not at all |
| 6. When a classmate or peer is in need, the student offers to help. | Very much | Mostly | Somewhat | Not much | Not at all |
| 7. When conflicts arise, the student participates in peaceful resolutions. | Very much | Mostly | Somewhat | Not much | Not at all |
| 8. When encountering problems or challenges, the student asks for help. | Very much | Mostly | Somewhat | Not much | Not at all |
| 9. The student is adept at working or playing as part of a team. | Very much | Mostly | Somewhat | Not much | Not at all |

What else would you like to tell us about this student?

INSTITUTIONAL OUTCOMES

Families	Staff
ENGAGEMENT Attendance #/%	GROWTH Appraisal Results
RETENTION #/%	RETENTION #/%
WAITING LIST #	
CLIMATE/SATISFACTION Surveys, Focus Groups	

Key Primary Teacher Moves



A Cycle of Practice



Key Elementary Teacher Moves



Developmental Dashboard

INPUTS		CHILD OUTCOMES			INSTITUTIONAL OUTCOMES	
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EER Scores	ACSES Scores					

Using this tool

The Inventory consists of twenty statements of ideal orientations towards various aspects of behavior and practice. Users indicate their alignment with the statement using the scale on the right:

ALMOST ALWAYS—USUALLY—SOMETIMES—NEVER	
The school is impeccably clean; I model care for the environment by keeping my work space tidy. I take responsibility for the care of shared spaces in the school to be sure they are clean and beautiful.	A U S N
I am intentional about how I enter a room, taking care not to call attention to myself, interrupt children or adults who are concentrating, or use a loud voice.	A U S N
I talk with and about children respectfully even when they are dysregulated.	A U S N
I state things from a positive point of view, saying what we do rather than what we do not do.	A U S N
My tone of voice and body language are calm, soft and pleasant.	A U S N
I am direct, specific, and consistent in communicating expectations about social interactions, care of the environment, and purposeful work.	A U S N
I am connected to, and care for, all students in the school, both in classrooms and common spaces. I am willing to address issues as necessary.	A U S N
I resolve conflicts and questions directly through in-person conversations.	A U S N
I am sensitive to cultural differences, and I am appropriately respectful in communications with families, staff, community members, and other stakeholders.	A U S N
I maintain appropriate boundaries when sharing student concerns or family challenges with others. If it is my role, I make myself available for e-mail, telephone, and face-to-face conferences with families to address concerns directly.	A U S N
I approach each family with a spirit of empathetic inquiry, with the understanding that parents want the best for their children.	A U S N

Final Thoughts:

Can We Measure What We Treasure?

A faint, light blue map of the United States is visible in the background of the header box.

NATIONAL CENTER for
MONTESORI in the **PUBLIC SECTOR**

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